



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction To Literature	7920203096	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Drs. Much. Koiri, M.Si		Dr. Ali Mustofa, S.S., M.Pd.			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	PLO-5 Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																				
	PLO-6 Being able to create sound academic or non-academic works for various audiences and purposes																																																																																																				
	PLO-12 Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Being able to analyze the selected literary works by using intrinsic/extrinsic elements of fiction.																																																																																																				
	PO - 2 Being able to produce reflective and analytical notes on the selected literary works.																																																																																																				
	PO - 3 Being able to respond to the presentation of the selected literary works orally.																																																																																																				
	PO - 4 Being able to respect in thought, expression, and intellectual engagement to differences of opinion and personal response.																																																																																																				
	PLO-PO Matrix																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-6</td> <td>PLO-12</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-6	PLO-12	PO-1				PO-2				PO-3				PO-4																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description	The course helps the students of English to understand the very nature of literature in general. It also covers intrinsic and extrinsic elements of literary works. The course provides students the opportunity to use literary elements in analyzing prose/fiction, poetry, and drama. This subject uses a case study of learning.
References	Main :

		<ol style="list-style-type: none"> 1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. <i>An Introduction to Literature: Fiction, Poetry, and Drama</i>. New York: Pearson Longman. 2. Kennedy, X.J & Dana, Gioaio. 1995. <i>Literature: Introduction to Fiction, Poetry, and Drama</i>. New York: Harper Collins College Publishers. 					
		Supporters:					
		<ol style="list-style-type: none"> 1. . Journals 2. handouts 					
Supporting lecturer		Drs. Much Koiri, M.Si. Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Dr. Ali Mustofa, S.S., M.Pd. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to identify intrinsic and extrinsic elements in literary genres (short story, poetry, drama).	Answer all oral questions in class discussion about intrinsic elements	Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio Form of Assessment : Participatory Activities	Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50		Material: ● What is literature ● Intrinsic and Extrinsic Elements of literary works References: 1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. <i>An Introduction to Literature: Fiction, Poetry, and Drama</i> . New York: Pearson Longman. Material: What is literature ● Intrinsic and Extrinsic Elements of literary works Reference: 2. Kennedy, XJ & Dana, Gioaio. 1995. <i>Literature: Introduction to Fiction, Poetry, and Drama</i> . New York: Harper Collins College Publishers.	3%

2	Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres.	Answer all oral questions in class discussion about intrinsic elements	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50		<p>Material: Analysis of fiction: John Galsworthy's Quality (1) Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Analysis of fiction: John Galsworthy's Quality (1) Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	3%
3	Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres.	Answer all oral & written questions in class discussion about identifying intrinsic elements	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50		<p>Material: Analysis of fiction: John Galsworthy's Quality (2) Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Analysis of fiction: John Galsworthy's Quality (2) Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%

4	<p>1. Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).</p> <p>2. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>3. Being able to respond to others' presentation in English using an appropriate manner.</p>	<p>Compare 2 elements of fiction. Presentations. Accurate grammar and oral fluency</p>	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Offline: The strategies used in the session are: problem-based, sharing discussion 3 X 50</p>		<p>Material: Analysis of fiction: Guy de Maupassant's The Jewels Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <p>Material: Analysis of fiction: Guy de Maupassant's The Jewels Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%
5	<p>1. Being able to create reflective notes on students' understanding of the selected literary works.</p> <p>2. Being able to show acceptance to teachers' and peer feedback.</p>	<p>Answer 3 questions on reflection. Acceptance of feedback</p>	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Offline: The strategies used in the session are: problem-based, sharing discussion, reflective practice 3 X 50</p>		<p>Material: Analysis of fiction: WW Jacobs's Monkey's Paw Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <p>Material: Analysis of fiction: WW Jacobs's Monkey's Paw Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%

6	: Being able to identify intrinsic and extrinsic elements of literary genres (short story, poetry, drama).	Answer all oral questions in class discussion about intrinsic elements of poetry	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities</p>	Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50		<p>Material: Poetry: Intrinsic and extrinsic elements of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening" Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Poetry: Intrinsic and extrinsic elements of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening" Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	3%
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7	Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres.	Answer all written & oral questions in class discussion about extrinsic elements	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50		<p>Material: Intrinsic Analysis of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening" References: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Intrinsic Analysis of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening" Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%
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8	<p>1. Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).</p> <p>2. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>3. Being able to respond to others' presentation in English using an appropriate manner</p>	<p>Compare 2 elements of fiction. Group presentations. Accurate grammar and oral fluency</p>	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>Offline: The strategies used in the session are: problem-based, sharing discussion 3 X 50</p>		<p>Material: Analysis of poetry: Edgar Allan Poe's "Annabel Lee" & Robert Burns's "Red, Red Rose." Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Analysis of poetry: Edgar Allan Poe's "Annabel Lee" & Robert Burns's "Red, Red Rose." Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%
9	<p>1. Being able to create reflective notes on students' understanding of the selected literary works.</p> <p>2. Being able to show acceptance to teachers' and peer feedback.</p>	<p>Answer questions on reflection. Acceptance of feedback.</p>	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Offline: The strategies used in the session are: problem-based, sharing discussion, reflective practice 3 X 50</p>		<p>Material: Analysis of poetry: Robert Frost's "The Road Not Taken" and reflection. Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Analysis of poetry: Robert Frost's "The Road Not Taken" and reflection. Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%

10	<p>1. Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres.</p> <p>2. Being able to produce a short analytical essay on a certain issue concerning the selected literature</p>	Answer all the given written questions.	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Summative test, participation.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline: The strategy used in the mid-term exam is individual's analytical essay on issues covered in the first half of the semester 3		<p>Material: Midterm Exam Questions on analysis and analytical essay References: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Midterm Exam Questions on analysis and analytical essay References: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	20%
11	Being able to identify intrinsic and extrinsic elements in literary genres (short story, poetry, drama).	Answer all oral questions in class discussion about intrinsic-extrinsic elements of drama	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Offline: The strategies used in the session are: lecturing, sharing discussion, presentation QA 3 X 50		<p>Material: Drama: Intrinsic-Extrinsic Elements of drama and how to analyze. Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Drama: Intrinsic-Extrinsic Elements of drama and how to analyze. Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	3%

12	Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres.	Answer all written & oral questions in class discussion about intrinsic-extrinsic elements of drama	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Participatory Activities</p>	Offline: The strategies used in the session are: lecturing, sharing discussion, presentation QA 3 X 50		<p>Material: Appreciation of a play: Eugene O'Neill's "Ile" (1) Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Appreciation of a play: Eugene O'Neill's "Ile" (1) Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	3%
13	Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres.	Answer all written & oral questions in class discussion about intrinsic-extrinsic elements of drama	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline: The strategies used in the session are: lecturing, sharing discussion, presentation QA 3 X 50		<p>Material: Appreciation of a play: Eugene O'Neill's "Ile" (2) Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <hr/> <p>Material: Appreciation of a play: Eugene O'Neill's "Ile" (2) Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%

14	<p>1. Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).</p> <p>2. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>3. Being able to respond to others' presentation in English using an appropriate manner.</p>	Compare 2 elements of fiction. Group presentations. Accurate grammar and oral fluency	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline: The strategies used in the session are: lecturing, sharing discussion, presentation QA 3 X 50		<p>Material: Analysis of a Drama: Anton Chekhov "The Boor" (1) Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <p>Material: Analysis of a Drama: Anton Chekhov "The Boor" (1) Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	4%
15	<p>1. Being able to create reflective notes on students' understanding of the selected literary works.</p> <p>2. Being able to show teachers' and peer feedback.</p>	Answer questions on reflection. Acceptance of feedback.	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline: The strategies used in the session are: lecturing, sharing discussion, presentation QA 3 X 50		<p>Material: Analysis of a Drama: Anton Chekhov "The Boor" (2) Bibliography: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <p>Material: Analysis of a Drama: Anton Chekhov "The Boor" (2) Bibliography: 2. <i>Kennedy, XJ & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	3%

16	<p>1. Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).</p> <p>2. Being able to produce a short analytical essay on a certain issue concerning the selected literature.</p>	Answer all the given written questions.	<p>Criteria: Criteria: 1. Quality of idea 2. Organization 3. Language use Form of Assessment: Summative test, participation.</p> <p>Form of Assessment: Project Results Assessment / Product Assessment, Test</p>	Offline: The strategies used in the session are: individual analysis and analytical essay on some issues covered in the second half of the semester 3 X 50		<p>Material: Final exam Questions on element comparison and analytical essay References: 1. <i>Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.</i></p> <p>Material: Final exam Questions on element comparison and analytical essay References: 2. <i>Kennedy, XJ & Dana, Gioiaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.</i></p>	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	21%
2.	Project Results Assessment / Product Assessment	62%
3.	Portfolio Assessment	1%
4.	Practice / Performance	1%
5.	Test	15%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

